C
Or3nm H

VOL. III JUNE, 1913 No. 10

OF THE
UNIVERSITY OF ILLINOIS

OREGON NORMAL SCHOOL BULLETIN

UNIVERSITY OF ILLINOIS LIBRARY
AUG 17 1917

MONMOUTH, OREGON

CATALOGUE NUMBER

Published Quarterly by the Board of Regents
of Normal School

"Entered as second-class matter April 3, 1911, at the post-office at Monmouth, Oregon, under the Act of July, 1894."

Digitized by the Internet Archive
in 2013

http://archive.org/details/catalog19oreg_1

NORMAL SCHOOL BUILDING.

GIRLS' DORMITORY.

TRAINING SCHOOL BUILDING.

RURAL SCHOOL BUILDING—ELKINS DISTRICT.
Used for observation by students taking the rural course.

RURAL SCHOOL BUILDING—COCHRAN DISTRICT.
Used for observation by students taking the rural school course.

OREGON NORMAL SCHOOL BULLETIN

MONMOUTH, OREGON

VOL. III JUNE, 1913 No. 10

CATALOGUE NUMBER

FACULTY

NOTE.—The names of the Faculty are given in alphabetical order.

ACKERMAN, J. H. (State Normal School, Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College).
President.

————(To be filled.)
Department of Science.

BRENTON, ALABAMA (Pratt Institute, Normal Art and Manual Training Course).
Department of Art.

BUTLER, J. B. V. (Christian College and Oregon Normal School).
Department of History and Civics.

BUTLER, MYRA H. (Brown University, Providence, R. I.; Teachers' College, Columbia; University of Nebraska).
Department of Domestic Science and Domestic Art.

EVENDEN, E. S. (Leland Stanford Junior University; Oregon Normal School).
Department of Education.

FRIDD, BLANCHE (University of Wisconsin, State Normal School, Valley City, North Dakota).
Assistant in English.

HARLAN, MINNETTE E. (College of Music, Cincinnati, Ohio; New School of Methods, Chicago; American Institute of Methods, Chicago).
Department of Music.

OSTIEN, H. C. (Ohio Normal University; Illinois Wesleyan University; Nebraska State University).
Department of Mathematics.

PARROTT, ROSA B. (University of Arizona).
Department of English.

WEST, MABEL G. (University of Illinois, Department of Libraries).
Department of Libraries.

————————(To be filled).
Department of Hygiene and Physical Education.

TRAINING SCHOOL DEPARTMENT.

GENTLE, THOMAS H. (Illinois State Normal University, and University of Jena, Germany).
Principal of Training School and Professor of Pedagogy.

MCINTOSH, ALICE A. (State Normal School, Whitewater, Wisconsin).
Critic—Grades Seven and Eight.

TODD, JESSICA S. (Indiana Normal School, Pennsylvania).
Critic—Grades Five and Six.

DAVIS, GRACE M. (Colorado State Teachers' College, Greeley, Colorado).
Critic—Grades Three and Four.

DAWSON, OLIVE L. (Illinois State Normal University, Normal, Illinois.)
Critic—Grades One and Two.

DUNSMORE, KATIE R.
Clerk and Registrar.

SCOTT, JOHN.
Head Janitor.

NOTE.—The members of the Faculty are graduates of the institutions placed after their respective names.

CALENDAR, 1913-1914.

FIRST SEMESTER.

Entrance and Enrollment.....Monday, Sept. 15
School Organized .....Tuesday, Sept. 16, 9:40 a. m.
Thanksgiving Holidays.....Thursday and Friday, Nov. 27-28
Christmas Vacation .....
.....Monday, Dec. 22, to Saturday, Jan. 3, inclusive
Mid-Year Commencement .....
.....Saturday to Monday, Jan. 31-Feb. 2, inclusive
Semester Ends .....Monday, Feb. 2

SECOND SEMESTER.

Entrance and Enrollment .....Wednesday, Feb. 4
School Organized .....Feb. 5, 9:40 a. m.
June Commencement .....
.....Sunday, June 14, to Wednesday, June 17

SUMMER TERM.

Summer School Begins .....Monday, June 22

BOARD OF REGENTS OF NORMAL SCHOOLS.

REGENTS EX-OFFICIO.

Oswald West, Governor ..... Salem
Ben W. Olcott, Secretary of State ..... Salem
J. A. Churchill, Superintendent of Public Instruction.... Salem

REGENTS BY APPOINTMENT.

C. E. Spence	Term expires July 1, 1914	Oregon City
E. Hofer	Term expires July 1, 1915	Salem
W. C. Bryant	Term expires July 1, 1916	Moro
Cornelia Marvin	Term expires July 1, 1917	Salem
Henry J. Maier	Term expires July 1, 1918	The Dalles
Stephen Jewell	Term expires July 1, 1919	Grants Pass

OFFICERS OF THE BOARD.

Oswald West, President. J. H. Ackerman, Secretary.

STANDING COMMITTEES.

Executive—The President, Regents Churchill and Marvin.
Finance—Regents Olcott, Hofer and Maier.
Teachers—Regents Bryant, Spence and Jewell.
Libraries—Regents Marvin, Jewell and Maier.
Course of Study—Regents Churchill, Hofer and Bryant.

President of the Faculty ..... J. H. Ackerman, Monmouth

RAILROAD FACTS.

Monmouth may be reached as follows:

1. Trains leave Union Depot, Portland, at 7:20 a. m.
2. Trains leave Jefferson Street Depot, Portland, at 4 p. m.
3. Trains leave Albany *via* Corvallis and Independence at 1 p. m.
4. Trains leave Salem *via* West Salem at 9:24 a. m. and 6:15 p. m.
5. Tickets may be purchased and baggage checked to Monmouth from any point on the Southern Pacific and O.-W. R. & N. *via* Portland, Albany and Salem over the C. & E. *via* Albany.

Upon arriving, a list of boarding places and rooms will be furnished on application to the President. In order that the best sanitary conditions may be secured, all boarding places will be inspected by a committee of citizens, and no place will be recommended by the President that does not have a favorable report from such committee. The Normal School is coeducational, but it is recommended that men and women have rooms in separate rooming houses. The faculty will not recommend boarding and rooming houses, except with the idea that such houses, so far as rooming is concerned, will be exclusively for men on the one hand, or exclusively for women on the other. Baggage should usually be left at the depot until a home is secured.

FACULTY.

There is a strong faculty of seventeen persons thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT.

The main building is a large brick structure, well adapted to the work of the Normal School. It includes twenty class rooms and laboratories, library and an assembly hall with a seating capacity of 600. It is heated by steam and lighted by electricity.

THE GIRLS' DORMITORY.

The new $60,000 girls' dormitory will be ready for occupancy by the opening of the fall term. Accommodations are provided for eighty girls. Each room is nicely furnished with all bedding, bed linen, towels, etc., no student being required to furnish anything except her personal belongings. All laundry except individual laundry will be done at the institutional laundry. The student may do her washing and ironing at the institutional laundry at a small fee for the use of the laundry. Light in the dormitory will be charged for extra on the club plan. All loss or damage to bedding or furniture will be charged up to the room holder. The student who is so fortunate as to secure accommodations in the dormitory will have all the conveniences of the most cultured home.

The following scale of prices will be in effect for the year 1913-14:

Room rent per week, payable monthly in advance	$ .75
Board per week, payable monthly in advance	3.50
Room deposit, returnable at end of year	5.00

DOMESTIC SCIENCE AND ART BUILDING.

The Domestic Science and Art Building is a one-story building, containing two rooms—one for Domestic Science and the other for Domestic Art. These rooms are well equipped with modern furniture, adapted to carrying on the work of these departments in the most practical manner.

THE GYMNASIUM.

The gymnasium is a frame building, well equipped with hot and cold baths, dressing rooms, and a good sized floor suitable for instruction purposes and the playing of such games as basket ball, indoor ball, hand ball and the like.

The two rural school buildings, while not on the campus, are to all intents and purposes a part of the Normal School equipment.

EXPENSES.

The expenses are nominal and every means are used to keep the expenses of a student at a minimum.

Enrollment fee is $6.00 per semester, or if paid by the month, $1.25 per month. There is also a student body fee of $1.00 per semester. Both of these fees are payable to the registrar. No programs are made until a receipt for fees has been presented to the President. In no case are fees refunded. No additional fee is required for vocal music and art. Private lessons will be given by private piano instructors at reasonable rates.

ROOM AND BOARD.

Living expenses in private homes are as cheap as they are in any school city in Oregon, and range as follows: Furnished room and table board from $4.00 to $4.50 per week.

Furnished room without table board, $2.00 per week. Unfurnished room without table board, fifty cents per week.

Some students reduce their expenses in various ways. Some rent rooms and board in clubs; some do light housekeeping. There is a great variety of ways whereby students may economize if they desire so to do. Employment in and about the buildings will be furnished whenever practicable. There are many opportunities for really capable students to meet a part of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two semesters longer to complete the course and thus avoid overwork.

PUBLIC LECTURES AND ENTERTAINMENTS.

The students have the privilege, at cost, of attending a fine course of lectures, concerts, and entertainments each year. These courses are sold at a low price in consideration of their merit. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advantages are greatly increased. During the past year the following has constituted the regular course of lectures and entertainments:

October 29—Edmund Vance Cooke.
November 13—Katherine Ridgeway Co.
February 5—Carolina Jubilee Singers.
February 27—Aller Trio.
March 10—California Quartette.
May 14—Elbert Hubbard.

In addition to the above course, which is conducted by the citizens of Monmouth and the Normal, the school has made it possible for the students to hear the following:

December 9—Edna Lyman Scott. (A story teller of national fame.)
December 19—David Bispham. (The great dramatic singer). (Excursion to Salem under the auspices of the Normal.)
January 11—Carrie Jacobs Bond (Well known writer of songs.)
April 11—W. R. Lord. (The bird man.)

NORMAL UNITS.

A normal unit is a subject running one year, five times a week, with recitations not less than forty minutes in length. Normal units required to complete the several courses are as follows:

(*a*) Standard Normal Course: 10 units above the completion of a four-year high school course; or 10 units above the completion of the Elementary Course.

(*b*) Supervisors' Course: 10 units above the completion of a four-year high school course; or 10 units above the completion of the Elementary Course.

(*c*) Elementary Course, 16 units above the 8th grade; plus Education. Eight of these units are accredited for the completion of the 10th grade.

(*d*) Rural Course: 16 units above the 8th grade.

(*e*) Primary Course: 16 units above the 8th grade.

There are two ways of securing admission to the school: First by credentials; second, by examination.

(*a*) How Credentials May Be Accepted.—Normal units are accredited on credentials for admittance to the school as follows:

1. Graduates of institutions of equal rank with the Oregon Normal School may be graduated after residence work of one half year, providing the accepted course included enough professional work to allow the completion of our requirements in such work during the one half year. Students who have completed in other institutions work equal to that required in the Oregon Normal School, but who are not graduates, are required to do one year's residence work before graduation.
2. For each year's work completed in an accredited high school, four units above the eighth grade are allowed.
3. To graduates from full course Oregon Normal Schools prior to September 1, 1911, twenty-three and one-half units above the eighth grade.
4. To State diplomas or State life certificate, twenty units above the eighth grade.
5. To State certificates, sixteen units above the eighth grade.
6. To first grade certificates, with all exemptions worked off, twelve units above the eighth grade.
7. To first grade certificates, without all the exemptions worked off, ten units above the eighth grade.
8. To second grade certificates, eight units above the eighth grade.
9. To third grade certificates, four units above the eighth grade.
10. To one-year State certificates, eight units above the eighth grade.
11. To credentials from other states, on the same basis as those from Oregon.
12. Credits for successful teaching may be given as follows:

For four years' or more successful teaching	3 units.
For two to four years	2½ units.
For one to two years	2 units.

Credit may be given for certificate and experience; or for schooling and experience; or for any one, but not for all three.

Students will be admitted at any time and proportional credit will be allowed for the length of time a study is pursued. This will enable those teachers whose schools are not in session while the Normal is in session to spend very profitably a few weeks in the Normal and receive credit for such

NOTICE

The following changes on page 14 of the 1913 catalogue have been made, and will be effective September 1, 1914:

"a"—Unchanged.
"1"—Unchanged.
"2"—Unchanged.
"3"—Unchanged.
"4"—Unchanged.
"5"—To State certificates 12 units above the 8th grade.
"6"—Omitted.
"7"—Omitted.
"8"—Omitted.
"9"—Omitted.
"10"—Unchanged.
"11"—Unchanged.
"12"—Unchanged.

"Credit may be given for certificate and experience; or for schooling and experience; or for any one, but not for all three." Changed to "Credits may be granted for certificate; or for schooling; or for schooling and experience, but credit will not be given for certificate and experience."

ONE-YEAR STUDENTS. Students in attendance for one year only shall take (or substitute satisfactory equivalent work taken elsewhere) the following courses: 1, Practice; 2, State Course of Study; 3, Psychology Method and Observation; 4, Two semesters of English; 5, Two semesters to be selected in any way from Music, Drawing, or Domestic Art; 6, Agriculture; 7, Library Methods; 8 and 9, Two semesters to be selected from Professional History, Professional Arithmetic, or Professional Geography. (Domestic Science may be substituted for Senior II English.)

ONE-HALF YEAR STUDENTS. Students in attendance for one-half year shall take (or substitute satisfactory equivalent work taken elsewhere) the following courses: 1, Practice; 2, State Course of Study; 3, English; 4, One semester of Drawing, Music, or Domestic Art; 5, Library Methods; 6, Professional Geography.

Students who bring advanced credits for more than one year's work from other institutions of higher education must do one year's residence work, and cover the requirements for "one-year student" unless they have taken satisfactory equivalent work in the school from which credits are presented; Provided, that graduates of universities, colleges or standard normal schools may finish in one-half year.

attendance. Full credit will also be given for work done in the Summer School.

(*a*) Advanced Standings.—Persons who have done work beyond the tenth grade, but who are neither graduates of accredited high schools, nor the equivalent, are classified in any course to which such advanced standing may entitle them.

Examinations for advanced standing are permitted in the case of work claimed to have been done elsewhere, for which satisfactory credentials are submitted.

The Normal School endeavors to give just credit for all scholarship which the applicant may possess. Applicants for advanced standing for work done in other schools must present an official statement of such work. This statement must cover the following points:

1. The exact length of time spent in the school, with the dates of entering and leaving.
2. The number of subjects studied each term.
3. The exact subjects studied.
4. The number of weeks spent on each subject.
5. The length of the recitation period.
6. The record of the grade of work done in each subject.

Blanks prepared for this purpose may be obtained upon application. High school graduates must present a complete certified record of their high school course. This is filed in the office and kept as a part of the student's record.

The school reserves the right at any time to require a student who is notably deficient in subject-matter to make up such deficiency before pursuing further his normal course.

Every person before being admitted to the school will be required to sign a statement that he or she intends to teach in the public schools of Oregon.

COURSES OF STUDY.

A. Standard Normal Course:

(*a*) Entrance.—Minimum requirement shall be the completion of the tenth grade or its equivalent.

(*b*) Graduation.—The completion of the remaining two years of high school work and two years additional work, including a thorough review of the common branches, and training in the practice school. It is practically a four-year course above the tenth grade. The total attendance for graduation in a secondary school and in the Normal School shall be two hundred and sixteen weeks above the eighth grade, at least thirty-six of which shall be in the Oregon Normal School; provided

CHAPEL.

that the Normal School may accept satisfactory credits covering twenty weeks above the eighth grade.

(*c*) Certification.—The Superintendent of Public Instruction shall isssue certificates to graduates from the Standard Normal Course as follows:

1. A one-year State certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year State certificate, issued in accordance with the provisions of paragraph 1, shall, after six months successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year State certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

3. The holder of a five-year State certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life State certificate authorizing him to teach in any grammar school, or in any one-year, two-year, or three-year high school in Oregon, provided, that he shall receive a life State certificate authorizing him to teach in any of the schools of this State upon the completion of two years work in a standard college or university; provided, that, if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life State certificate entitling him to teach in any school in this State.

The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this State.

B. Supervisors' Course:

The work of supervision is coming to be recognized as special work. Those who are to do such work are expected to be especially fitted for it, and the county supervision law, opens up another important field for the trained supervisor.

The Supervisors' Course is designed to meet the needs of all such persons. The person taking the course may be excused from a part of the observation and practice work in the training school, and take in lieu thereof the work in administration.

The requirements, time limits, and certificate advantages are the same as for the standard course. In addition to this, the school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed the supervisors' course, which certificate should be of great service in securing supervisory positions.

The pedagogical work of this course will be given by the President of the School, the Head of the Department of Education, and the Principal of the Training School.

C. Elementary Course:

(*a*) General Statement.—This course practically parallels that provided by law for training classes in high schools, with the distinguishing difference that much more work is required, both in observation and practice, than is required by law for high school classes.

(*b*) Entrance.—Minimum requirement shall be the completion of the tenth grade or its equivalent.

(*c*) Attendance.—The total attendance in a secondary school and in the Normal School shall be one hundred and forty-four weeks above the eighth grade, at least thirty-six of which shall be at the Oregon Normal School, provided that the normal school may accept satisfactory credits covering twenty weeks above the eighth grade. This course is practically a two-year course.

(*d*) Graduation.—The completion of the four years of work of the secondary school, and also the work required in education and the observation and practice work in the training school.

(*e*) Certification.—The State Superintendent of Public Instruction shall grant a one-year State certificate without examination to graduates who have completed the elementary course.

A one-year State certificate granted in consequence of such graduation may be renewed only once, when the holder thereof has presented satisfactory evidence of having successfully taught six months during the life of such certificate.

D. Rural School Course:

A professional course giving special training for work in rural schools. It has been but recently that normal schools have recognized the special needs of the rural schools. In line with this thought this course is offered.

(*a*) Admission Requirements.—(1) Completion of tenth grade.

(*b*) Course Comprises—(1) Review of common school subjects with methods of teaching the same; (2) Rural Sociology; (3) Rural School Management; (4) Rural Science (Elementary Agriculture, School Gardening and Nature Study), and (5) The observation of a model rural school.

(*c*) Certification.—Same as for Elementary and Standard Courses when a sufficient number of credits have been earned. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate should aid in securing better positions and salaries.

E. Primary Course:

A professional course giving special training for primary work.

(*a*) Admission Requirements—(1) Completion of the tenth grade.

(*b*) Certification—Same as for Elementary and Standard Courses when a sufficient number of credits have been earned. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate, it is hoped, will be so valued by school authorities as to materially aid in securing better positions and salaries.

F. Domestic Science and Domestic Art Courses:

These courses are intended to fit teachers to teach such subjects in rural schools, small graded schools, and in city systems as assistants to regular supervisors.

Certification—Same as for Elementary Course.

G. Library Course:

The library is in charge of a trained librarian who will conduct classes in the use and care of school libraries, with library practice work throughout the course. The object is not to train librarians, but to train teachers to use libraries intelligently, and to care for the school libraries which are provided for under the Oregon school library law. It is expected that students will become familiar with the best books for children.

(*a*) Admission Requirements—Same as for Primary Course.

(*b*) Certification—Same as for Elementary Course.

PROFESSIONAL COURSE

	ELEMENTARY				STANDARD NORMAL			
YEARS	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2
Mathematics	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic	
Science	Chemistry	Botany	Physics	Chemistry or Physics	Physiology School Hygiene	Professional Geography (3)	Agriculture	
History		English	English	American	Sociology	Civics	Professional History	
English	American Literature Rhetoric	American Literature Rhetoric	English Literature Composition Story Telling	English Literature Composition Story Telling	Advanced Literature Technical English	Professional Language	Professional Grammar	Reading Modern Fiction Technical English
Education		Elementary Psychology	Pedagogy	State Course of Study School Organization	Psychology	Psychology Methods	History of Education (3) Observation (2)	History of Education (3) State Course of Study Practice
Arts*								
Domestic Science†								
Additional	Library Methods (2)				Library Methods (2)			

* Music, Drawing, Domestic Art. See bottom of page and description of courses.

† See bottom of page and description of courses.

Students will be graduated from the Elementary Course when they have made ten units, and from the Standard when they have made ten units above the Elementary Course; but must take maximum work in Education, English, Library Methods, Agriculture and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that in the Elementary Course they shall not select more than two units from any one department, counting Arts as one department; and, provided, further, that students pursuing Standard Course wishing to take the Domestic Science Courses may substitute said courses for any of the following, course for course: Physiology, Arithmetic, Sociology, Advanced Literature, History of Education, first semester.

To complete the Standard Course, students are required to take one and one-half units in Arts; one unit to be taken in any one of the following: Music, Drawing, Domestic Art, and the remaining one-half unit from one of the other two.

All students are required to take Physical Education unless excused by the Physical Director.

SUPERVISORS COURSE

	ELEMENTARY				STANDARD NORMAL			
YEARS	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2
Mathematics	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic	
Science	Chemistry	Botany	Physics	Chemistry or Physics	Physiology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	
History		English	English	American	Sociology	Civics	Professional History	
English	American Literature Rhetoric	American Literature Rhetoric	English Literature Composition Story Telling	English Literature Composition Story Telling	Advanced Literature Technical English	Professional Language	Professional Grammar	Reading Modern Fiction Technical English
Education		Elementary Psychology	Pedagogy	State Course of Study School Organization	School Administration and School Management	Psychology Methods	History of Education School (3) System of Oregon (2)	History of Education (3) State Course of Study Practice
Arts*								
Domestic Science†								
Additional	Library Methods (2)				Library Methods (2)			

* Music, Drawing, Domestic Art. See bottom of page and description of courses.

† See bottom of page and description of courses.

Students will be graduated from the Elementary Course when they have made ten units, and from the Standard when they have made ten units above the Elementary Course; but must take maximum work in Education, English, Library Methods, Agriculture and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that in the Elementary Course they shall not select more than two units from any one department, counting Arts as one department; and, provided, further, that students pursuing Standard Course wishing to take the Domestic Science courses may substitute said courses for any of the following, course for course: Physiology, Arithmetic, Sociology, Advanced Literature, History of Education, first semester.

To complete the Standard Course, students are required to take one and one-half units in Arts; one unit to be taken in any one of the following: Music, Drawing, Domestic Art, and the remaining one-half unit from one of the other two.

All students are required to take Physical Education unless excused by the Physical Director.

RURAL SCHOOL COURSE

	ELEMENTARY				STANDARD NORMAL			
YEARS	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2
Mathematics	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic	
Science	Chemistry	Botany	Physics	Physics	Psychology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	School Gardening
History		English	English	American	Sociology	Civics	Professional History	
English	American Literature Rhetoric	American Literature Rhetoric	English Literature Story Telling	English Literature Story Telling	Advanced Literature Technical English	Professional Language	Professional Grammar	Reading Modern Fiction Technical English
Education		Elementary Psychology	Rural Sociology	State Course of Study School Organization	School Administration and Management	Physiology Methods	History of Education (3) School System of Oregon (2)	History of Education (3) State Course of Study Practice
Arts*								
Domestic Science†								
Additional	Library Methods (2)			Library Methods (2)				

* Music, Drawing, Domestic Art. See bottom of page and description of courses.

† See bottom of page and description of courses.

Students will be graduated from the Elementary Course when they have made ten units, and from the Standard when they have made ten units above the Elementary Course; but must take maximum work in Education, English, Library Methods, Agriculture, and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that in the Elementary Course they shall not select more than two units from any one department, counting Arts as one department; and, provided further, that students pursuing Standard Courses wishing to take the Domestic Science Courses, may substitute said courses for any of the following, course for course: Physiology, Arithmetic, Sociology, Advanced Literature, History of Education, first semester.

To complete the Standard Course, students are required to take one and one-half units in Arts; one unit to be taken in any one of the following: Music, Drawing, Domestic Art, and the remaining one-half unit from one of the other two.

All students are required to take Physical Education unless excused by the Physical Director.

PRIMARY COURSE

	ELEMENTARY				STANDARD NORMAL			
YEARS	FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
SEMESTERS	1	2	1	2	1	2	1	2
Mathematics	Algebra	Plane Geometry	Plane Geometry	Arithmetic		Arithmetic	Professional Arithmetic	
Science	Chemistry	Botany	Physics	Physics	Physiology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	
History		English	English	American	Sociology	Civics	Professional History	
English	American Literature Rhetoric	American Literature Rhetoric	English Literature Composition Story Telling	English Literature Composition Story Telling	Advanced Literature Technical English	Professional Language	Professional Grammar	Modern Fiction Reading Technical English
Education	Primary Methods (1)	Elementary Psychology	Pedagogy	School Organization State Course of Study	Psychology	Psychology Methods	History of Education (3) Observation (2)	History of Education (3) State Course of Study Practice
Arts*								
Domestic Science†								
Additional	Library Methods (2)				Library Methods (2)			

* Music, Drawing, Domestic Art. See bottom of page and description of courses.

† See bottom of page and description of courses.

Students will be graduated from the Elementary Course when they have made ten units, and from the Standard when they have made ten units above the Elementary Course; but must take maximum work in Education, English, Library Methods, Agriculture, and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that in the Elementary Course they shall not select more than two units from any one department, counting Arts as one department; and, provided further, that students pursuing Standard Course wishing to take the Domestic Science Courses, may substitute said course for any of the following, course for course: Physiology, Arithmetic, Sociology, Advanced Literature, History of Education, first semester.

To complete the Standard Course, students are required to take one and one-half units in Arts; one unit to be taken in any one of the following: Music, Drawing, Domestic Art, and the remaining one-half unit from one of the other two.

All students are required to take Physical Education unless excused by the Physical Director.

EDUCATION

MR. EVENDEN.

Elementary Psychology—

Course I—Freshman II.....½ unit.

This course is intended for students who have had no work in psychology, and its purpose is to introduce the teacher to the professional side of his work. Enough of the principles and laws of mind will be given to serve as a direct basis for the applied work in Course II. The work will be based on the State text "An Introductory Psychology" by Read. Considerable reference work will be done.

MR. GENTLE.

Pedagogy—

Course II—Sophomore I .....½ unit.

The purpose of this course is to teach students the general theory of instruction. Dogmatic and Inductive-deductive handling of subject-matter will be developed and some application made to the studies in the Course of Study. The State text Colgrove willl be used as a basis for this work.

MR. EVENDEN.

Oregon State Course of Study—

Course III—Sophomore II.....½ unit.

It is the purpose of this course to furnish students graduating from the elementary course, with a thorough working knowledge of the Oregon Course of Study. Each subject is thoroughly discussed and correlated with observations in the training department. In addition to this the class is instructed in the practical mechanics of securing, organizing and maintaining a school in Oregon. Work is given in writing applications, preparation of first work, use of school register, making daily program, school discipline, etc. Parts of the State text, Colgrove's "The Teacher and the School," will be used for this work.

Psychology—

Course IV—Junior I.....½ unit.

An advanced course aiming to give the student, beginning the Standard Course, a thorough training in the laws governing mental activity and a discussion of the various mental

processes. The work will be treated from a physiological and functional standpoint. This course is intended to give the students a store of psychological facts with which to construct their future work in applied psychology and in the special method work of the various professional courses. The work will be based upon Angell's Psychology.

Course V—Junior II..... ½ unit.

The work of this semester is in two divisions of ten weeks each. In the first part it is the aim to make direct application of the laws of psychology to the teaching work and also associate them with the periods of growth and development of the child. The second part of the course is intended to prepare students for the practice teaching in the training department and should precede that work. It will consist of specialized method, lesson planning, organization of material to be taught, organization and management of a class, etc. Miller, "The Psychology of Thinking" will be used as the basis for the work, and with this will be required, collateral reading, special work, and observation of model teaching.

NOTE.—This course given by Mr. Evenden and Mr. Gentle.

History of Education—

These courses aim to give a brief historical survey of education from the earliest times, with special emphasis upon some of the more modern educators and movements which have been of most influence in determining our present system. It is hoped that the courses will provide the student with a broad unprejudiced view of education, a more exalted ideal of his work, and the greater personal efficiency which comes from a knowledge of the development and growth of his profession. Monroe's "Briefer Courses in the History of Education" is used as a text-book in both courses. Collateral reading required.

Course VI—Senior I..... 3-10 unit.

Includes education from earliest times through the Renaissance. Offered during first semester.

Course VII—Senior II..... 3-10 unit.

Includes education from the Renaissance to the present time. Offered during second semester.

Course VIII—Senior II..... 3-10 unit.

Observation—

This is a course of supervised observation of model teaching in all the grades of the training school. The course is planned to follow the instruction in method of Course V in order that the observing may be done in the light of this knowledge, and to immediately precede the practice teaching in order that many minor matters of classroom technique may be obtained before the teaching begins. This course also gives the student teacher a broadening knowledge of the work in all the grades and furnishes a preparatory insight into the method and devises of the critic teachers with whom she is going to specialize.

MR. ACKERMAN.

Rural Sociology—

Course IX—Sophomore I.....½ unit.

The aim of this course is to enable those who contemplate teaching in rural schools to be the better able to comprehend rural sociological problems, and thereby be better able to assist in solving them correctly. A rural teacher should be able to adapt himself to rural conditions. In order that the pupil may receive the most good from the course, the instruction will be made as concrete and practicable as possible.

Offered first semester.

School Administration and School Management—

Course X—Junior II.....½ unit.

This course is designed to meet the needs of those who wish to fit themselves for supervisory positions. Among the topics discussed are the relation of the supervisor to his community, his corps of teachers, his school children, and to his legal and professional rights and duties. How to organize and manage a city system, grammar school or rural school. How courses of study may be formulated and administered. How rules and regulations may be made, adopted and executed, as well as other supervisory problems. This course should be helpful to those who expect to be principals, superintendents or supervisors.

Offered second semester.

School System of Oregon—

Course XIII—Freshman I.....1-10 unit.

The object of this course is to thoroughly familiarize the student with an intelligent understanding of the peculiar fea-

SCIENCE LABORATORY.

tures of our State system. In what way it is peculiar to a growing state as is Oregon. Its past, present and future tendencies. In what way it is capable of growth and improvement. The essential features it has in common with other states as well as their differences.

State Course of Study—

Course XII—Senior II.....½ unit.

No student is allowed to graduate without taking this course as it is thought highly desirable that every teacher should understand its plan and spirit, and this can best be done by a thorough study of it in class.

MISS DAWSON AND MISS DAVIS.

Primary Methods—

Course XII—Freshman I.....1-10 unit.

The design of this course is to give to those taking primary methods definite instruction in first, second and third grade methods. The work covered will be that outlined in the State Course of Study for such grades.

SCIENCE.

Mr.————(To be filled)

Botany—

Course I—Freshman II.....½ unit.

This is a course in elementary botany, and is designed for those students beginning the study. Morphology, ecology, physiology, and classification, of plants, and economic botany,

are touched upon. A minimum lecture course accompanies the recitation work, and particular attention is paid to laboratory and field work on the part of the student. Attention of the prospective teachers is drawn to the practical application of botany to the teaching of agriculture and nature study in the grades. A modern text is used as a basis.

Physics—

Course II—Sophomore I.....½ unit.
Course III—Sophomore II.....½ unit.

Course II is designed for those beginning the study of physics. Those subjects usually presented in a course of elementary physics are studied. Numerous lecture experiments accompany recitation work. The student is required to work out a series of experiments in a well lighted and equipped laboratory. Attention of the prospective teacher is called to the application of a working knowledge of physics to grade work. Students taking this course should be well grounded in elementary mathematics.

Course III is a continuation of Course II.

Chemistry—

Course IV—Freshman I.....½ unit.
Course V—Sophomore II.....½ unit.

These courses are elective. They are courses in general chemistry and are designed for those beginning the study. Typical elements and compounds are studied. Attention is drawn to the ecenomic value of chemical knowledge, its practical application to every day life, and the relation it bears to the teaching of nature work in the grades. Numerous lecture experiments accompany recitation work, and the student is required to work out a series of individual experiments in a well lighted and equipped laboratory.

Household Chemistry—

Course VI—Sophomore II.....½ unit.

This course is the same as Course V with the exception of the laboratory work. A set of experiments dealing with the chemistry of the household is worked out by the student. Special attention is paid to foods and fabrics and their adulteration. This course should be taken by all who expect to take Domestic Science. Course IV is a prerequisite.

TRAINING SCHOOL BOYS IN SCHOOL GARDENING.

Agriculture—

Course VII—Senior I.....½ unit.

Our aim is to awaken the prospective teacher to the scientific and ecenomic possibilities of rural life, so that he may, in some degree, interest the boys and girls in rural life. Students taking this course should have a working knowledge of the elements of botany, physics and chemistry. A modern text is used as a basis, but is, by no means, strictly adhered to. Collateral work is done with the various agricultural and nature-study reference books, bulletins and periodicals. The student is required to do considerable laboratory and field work.

School Gardening—

Course VIII—Senior II.....⅕ unit.

This course is designed for those who wish to get instruction and practical experience in the care and management of school gardens and children's home gardens. Actual gardening will be done. Attention will be paid to the conducting of garden contests among the children.

N. B.—Students in all science courses have access to a well furnished library of reference books and current periodicals.

HISTORY.

MR. BUTLER.

English History—

Course I—Freshman II.....½ unit.

In presenting the study of English History the student is urged to seek beyond the event and trace the cause. The racial fusions with their resultant government is closely followed and their effects on the nation today is shown.

The student is urged to think of history not as a matter of dates and a succession of events in themselves, but as an index of the movement of forces—political, social, economic, religious, etc. The effort is made to vitalize this work so that it has a real attraction. A contrast and comparison is made showing the similarity between our system of government and that of England. This course ends with the Tudor line of kings. State Text: Cheyney; Reference: Green, Walker.

English History—

Course II—Sophomore I.....½ unit.

Beginning with the close of Course III, the work covers the period down to the present. As the events narrated become more recent, the student is urged to make a critical study of these in connection with present working forces, thus obtaining a comprehensive idea of how and why events take place as they do, in the political and economic world.

American History—

Course III—Sophomore II.....½ unit.

This course supposes a working knowledge of the subject from the grades and especial attention is given to developing a thorough understanding of the principles involved. The effort is made to seek the causes and trace the effects showing as intimately as possible the connection with conditions of today. Realizing that the large per cent of the future citizens get their working knowledge of public affairs in the grammar grades, and as a large per cent of the teachers enter the work here this is made as vital as possible.

The colonial policy is also closely studied that a clear idea may be had of the attitude of the powers to this important phase of history today. The plan is to make this usable history to the citizen. Text and reference as in Course III.

The State text is used—Channing. Reference: Doub, Elson, Mace, Wilson.

Sociology—

Course IV—Junior I.....½ unit.

Course IV this year covers one semester of sociology. The purpose in this course is to show the close connection between the problems of sociology and civics and the student is urged to do as much research work as possible. Text—Burch and Nearing.

ENGLISH DEPARTMENT.

Civic Course V—Junior II.....½ unit.

This course is given in connection with and supplemental to Course I. The close relationship between these is sought, believing that in this study one learns to gather the germs of our independence and its safe perpetuity, a thorough working knowledge of our form of government, its origin, growth and present tendencies are carefully worked out so that a teacher and student may think independently on public issues. A study is made of large current movements and their tendencies and students are urged to view these from a thinking citizen's standpoint. Practical demonstrations are given of the workings of the Oregon system and its application to the issues of today. (State adoption.)

Reference—Ashley, Wilson.

Professional History—

Course VI—Senior I.....½ unit.

Following the State Course the stories are worked out in detail and the valuable lessons are deduced for the teachers in the various grades. The application of these is made clear so that the children shall receive only the largest benefit. As often as practicable a parallel is drawn between these and historical stories. In this way it is believed the child may be led to gather some rudiments of history while at the same time his ideas are quickened. Frequent visits are made to the Training Department where practical demonstrations are given, thus furnishing the opportunity to apply the theories.

Text, State Course of Study.

ENGLISH.

The English Course aims to give the student, (1) a knowledge of the correct forms of expression; (2) an ease and facility in expressing thought in both oral and written forms;

(3) the technique and art of story-telling; (4) an appreciation of good literature; (5) the ability to teach language, reading and literature in the Grades and High School. To accomplish these aims courses are offered in Rhetoric, American and English Literature, Story-telling, Advanced English and Professional Language and Grammar. Oral work receives special attention in all of the courses.

MISS FRIDD.

American Literature and Rhetoric—

Course I—Freshman I.....½ unit.

American Literature—This course consists of a historical survey of the beginnings and the Creative Impulse Period up to the time of Poe. Special emphasis will be placed upon Franklin, Cooper, Bryant and Irving. (3 days a week.)

Rhetoric—The aim of this course is to give a thorough drill in clear and unified thinking, and practice in expressing thoughts readily and effectively. The work, therefore, consists of a review of sentence and paragraph structure; a study of the various kinds of discourse; and much oral composition. (2 days a week.)

Course I—Freshman I.....½ unit.

American Literature—

This survey begins with Poe and continues through the Period of Later Activity, Longfellow, Whittier and Emerson will be emphasized. Some time will be given to the foremost modern writers. (3 days a week.)

Rhetoric—

This work is a continuation of that of the first semester. (2 days a week.)

English Literature, Composition and Story-Telling.

Course II—Sophomore I—(Prerequisite: Course I)....½ unit.

English Literature—This course takes up the history of English Literature through the Old and Middle English periods and the modern through the Elizabethan Age. Special attention is given to Beowulf, Chaucer, Spencer, and Shakespeare. The rise and technique of the drama is emphasized. (3 days a week.)

Composition—This course begins a more intensive study of narration and description and offers the student an opportunity for practice in writing simple, artistic compositions. (1 day a week.)

Story-Telling—The aim of this course is three-fold: (1) Bibliographical; (2) critical; (3) practical. The aim of the bibliographical side of the course is to provide the story material; the critical, gives the educational value of the various types of stories; the practical, gives practice in the reproduction before the class of the various types of stories. (1 day a week.)

Course II—Sophomore II ..... ½ unit.

English Literature—

This course takes up the history of English Literature through the Eighteenth Century. Special attention is given to Milton, Bunyan, Addison, Pope, Goldsmith, Gray, Burns, Wordsworth, Coleridge, Byron and Scott. The rise and technique of the novel is emphasized. (3 days a week.)

[The work in composition and story-telling (one day a week, each) continues from the first semester.]

MISS PARROTT.

Advanced Literature and Technical English—

Course V—Junior I ..... ½ unit.

This course completes the work in English Literature and gives preparation work for the Senior Chapel Talks. It includes the Nineteenth Century poets and prose writers; (Ruskin, Browning, Arnold, Thackeray, Dickens and Eliot are emphasized) and a thorough review of the fundamentals of English Composition, emphasizing Exposition, Argumentation and Persuasion.

Professional Language—

Course VI—Junior II ..... ½ unit.

It is a recognized fact that no subject in the school curriculum is so poorly taught as Language and Grammar. Our only hope to better this condition is to instruct our teachers how to present the work logically and efficiently. This is what the work in Professional Language attempts to do. This course gives instruction as outlined in the State Course of Study, in the teaching of Language in the first three grades. The work is not theoretical but eminently practical. The twenty stories are told, the six pictures presented, the five common objects studied, the poems memorized, the devices for eliminating errors tested, etc. Much attention is given to the educational value of the story and the different classes

with their relative values are emphasized. Dramatization, so popular with the little folk, receives much attention. In additions to the class room work, the students spend much time in the Training Department observing the Language work done there.

Note: A Bulletin for First Grade Language has been published by the English Department assisted by Miss Ruby E. Shearer, former Primary critic. We hope to follow this by other Bulletins.

Professional Grammar—

Course VII—Senior I.....½ unit.

This course includes the five upper grades of the Grammar School. The work as outlined in the State Course of Study is again made the basis of the instruction given. The story and dramatization work, together with the presentation of pictures, receives careful attention. Formal Grammar is here emphasized. Much time is given to the presentation of definitions and the analysis of sentences. All work being given just as the teacher will present it to the pupils. As in Course VI, the students spend much time observing in the Training School.

Reading, Modern Fiction and Technical English—

Course VIII—Senior II.....½ unit.

The purpose of this course is threefold: (1) To give the student a fresh knowledge of those productions, selections from which are found in the Readers; (2) to give a brief survey of Modern Fiction; (3) to prepare students for their Chapel Talks. In addition to reading the production, the selection from which is given in the Reader, special emphasis is placed upon the method of presenting the lesson. In Modern Fiction those authors (Ibsen, Kipling, Tolstoi, Bennett, De Morgan, Herrick, etc.), who are world-famous are emphasized. In Technical English, the time is given to the preparation of a Chapel Talk, which must be on some educational subject or a current topic.

Note: Students deficient in Grammar and Spelling will be required to make up the deficiency. Special classes will be formed for such students.

MATHEMATICS.

MR. OSTIEN.

The department of mathematics has two specific aims: (1) Thorough instruction in the subject matter taken up; (2) a professional training that will enable teachers to teach these subjects with success in their schools.

Algebra—

Course I—Freshman I.....½ unit.

This course includes a study of roots, radicals, exponents, radical equations, quadratic equations, graphs of quadratics, variables and limits, indeterminate equations, ratio and proportion, progressions, the binomial theorem, and logarithms.

Note—If there is a call for it, a review class will be organized covering the elementary part of the subject.

Geometry—

Course II—Freshman II.....½ unit.

This study aims to develop the power of exact, independent, and consecutive mathematical reasoning, and to make practical application in mensuration of principles learned. No encouragement is given to the memorizing of proofs of propositions. The studies in original exercises, loci, and problems of construction are made prominent. The ground covered is that of Books I and II of the State text.

Course III—Sophomore I.....½ unit.

This course covers the subject matter of Books III, IV and V of the State text, and the study is emphasized along the lines suggested in Course II.

Course IV.....½ unit.

This is an elective course in solid geometry covering the work in the State text.

Arithmetic—

Course V—Sophomore II.....½ unit.

For students who have completed elementary algebra and plane geometry. The work consists of a searching review with a critical study of the more difficult topics of high school arithmetic from the viewpoint of the student who has a knowledge of the elements of algebra and geometry. The aim is to give students a working knowledge of arithmetic as used in the business and commercial world.

Course VI—Junior. I.....½ unit.

For students who have completed their high school course without taking arithmetic, and for teachers who wish to strengthen themselves in the more difficult parts of the subject. The work is practically a duplicate of Course V.

Course VII—Senior I.....½ unit.

This is a course in professional training. Subject matter is studied mainly for the purpose of illustrating methods of

FINE ARTS DEPARTMENT.

developing and presenting the various topics, and for the study of forms of solution. The Arithmetic work will be observed in the Training Department, and lesson plans will be worked out.

Text: State Course of Study.

ART.

MISS BRENTON.

The department presents two phases of Art. (*a*) Free-hand Drawing or Representation; (*b*) Design.

Course I—Free-hand Drawing .....½ unit.
Course II—Free-hand Drawing .....½ unit.
Course III—Design; applied .....½ unit.

The underlying principles of free-hand drawing are given, combined with definite instruction in methods of presentation and handling. The subjects presented are handled as they should be in Public School work, grades 1 to 8 inclusive.

The Design deals with the big problems of balance, rhythm and harmony, practically applied to definite problems.

Course I.....No Prerequisite

(*a*) Three lines of representation are handled in this class—
(*b*) Object Drawing, rendered in mass, outline, values;
(*c*) Plant Life, rendered in mass, outline, values;

Illustration embraces Tree Study, Landscape, Figure Work, and is closely related to the literature and nature work of the different grades.

One period a week is given to History of Art. Illustrated lectures and reference work.

Grades covered in Course I, 1-5 inclusive.

Mediums—Crayola, water color, pencil.

Course II—Prerequisite, Art I or its equivalent.

Free-Hand Drawing. The work of Art I is carried farther in subject and method. The work is based on principles developed and taught in Art I and is intended to complete

NORMAL ORCHESTRA.

the handling of indicated lines of work in grades 6-8 inclusive. Subjects—

Object Drawing, cylindrical and rectilinear objects grouped and single, rendered in outline, values, light and shade;

Plant Life, outline, values, light and shade;

Pose, from the model.

Mediums, water color, pencil, crayola, charcoal.

One period a week of History of Art.

Course III.....No Prerequisite

Applied Design: Principles of elementary design developed and applied in Booklet Making, Stenciling, Wood-block Printing.

Historic Ornament emphasized in History of Art period.

MUSIC.

MISS HARLAN.

This department not only aims to prepare regular teachers to take charge of the music in their own particular schools, but also to prepare supervisors of music.

Advantages are given in the school for chorus practice and orchestra work. For this purpose there are several organizations; anyone may choose work in one or more of them.

The Nebulae Club is an organization of an unlimited number of girls in which four-part music is studied and the favorite choruses from the opera and oratorio.

The "Normalonians" is composed of twenty selected voices whose object it is to give an opera each year.

In the year 1912 "H. M. S. Pinafore" was given, and in 1913 the operetta, "The Japanese Girl."

The O. N. S. Orchestra is available to any student of the Normal School. It now has a membership of twenty-six.

The Training School Orchestra has a membership of thirty-nine and is available to beginners.

Music I ..... ½ unit.

(*a*) *Sight Singing.*—The ability to read and sing at sight any part of a four-part song of medium difficulty; to read at sight an exercise in any key and any kind of measure.

(*b*) *Elements and Notations of Music.*—Including a knowledge of intervals, scale structure, major and minor, intermediate tones, keys and key signatures, terms denoting tempo and expression.

(*c*) *Ear Training.*—The ability to represent in staff notations, scale and chromatic tones as dictated in sound, measures of time and melodic phrases.

(*d*) *Melody Writing.*—Ability to write melodic sentences in proper form; to write rhythmic or melodic settings of lines of poetry.

Music II ..... ½ unit.

(*a*) *Method.*—A knowledge of the Course of Study, grade by grade; of the value and best presentation of the Rote song; methods to secure good tone quality; methods of teaching principles of time, tune, chromatics and notation; use of song material for practice in sight singing and for interpretation.

(*b*) *Practice Teaching.*—A working knowledge of the Course is demonstrated in the classes of the Training Department.

Music III ..... ½ unit.

(*a*) *Harmony.*—Intervals; scale structure, major and minor; ability to harmonize melodies and basses in four parts; dominant seventh chord; transposition.

(*b*) *Voice.*—A practical knowledge of tone production, breath control, resonance, and articulation. Also a knowledge of the child's voice.

(*c*) *Music Appreciation.*—A general knowledge of the principal music forms; folk songs, art songs, folk dances, rondo, fugue, sonata and symphony, their historical development and of the lives and works of the masters most closely connected with that development.

(*d*) *Orchestra.*—A study of the modern orchestra and instrumentation.

(*e*) In music analysis and interpretation some of the best operas and oratorios will be studied in which the Victor will be used.

Besides the many good musical attractions brought here by the Lecture Course, the Music Department was instru--

mental in bringing Mrs. Carrie Jacobs Bond here in a recital, while nearly one hundred students attended the recital given at Salem by Mr. David Bispham.

DOMESTIC ART.

MISS BUTLER.

Since there is a growing demand for industrial education in our public school, every Normal student should have some acquaintance with the theory and practice of these arts. Our purpose is not to send out supervisors or teachers perfectly equipped for this work, but to give all students a fundamental knowledge of hand work which may be applied directly in the respective grades as a part of the regular work.

Two courses are offered which should be elected by all students. It is also desired that students taking this work should have the course Design in the Art Department.

A third semester of Domestic Art will be offered if there is call for the same, but Courses I and II are prerequisites.

Course I.....½ unit.

Embraces the work of all the grades and is very practical. The course begins with the work of the primary grades involving elementary exercises, and bringing into use the larger arm muscles rather than the finer ones of the hand. Such as paper folding and cutting, cardboard and canvas sewing, raffia, paper and yarn weaving, leading up to textile study.

The course for the intermediate grades follow with more advanced work along the same lines, also work with cord in the knotting of bags or hammocks. Raffia work, such as picture frames, doll hats, napkin rings, simple baskets and mats of reed. The sewing stitches may be applied on doll clothes or other articles of direct interest to the children. Cardboard construction is applied to the equipping of a doll house.

The upper grade work deals more directly with sewing pure and simple, patching, darning, plackets and button hole models are taught; but most stitches are taught and applied directly on articles of practical utilitarian value, and such as are of interest to the children, as sewing bags, dust caps, aprons, underwear, towels, with crochet or Swedish darning.

Basketry, book binding, and machine work may be introduced in the eighth grade.

Course II.....½ unit.

This course includes the making of articles which may be used in the eighth grade and beginning High School, but the work is primarily for those girls who wish a general knowledge of machine sewing and simple garment-making.

DOMESTIC SCIENCE DEPARTMENT.

The use of the paper pattern is taught and drafting enough to enable the student to understand and alter the ready-made pattern to fit the individual. Embroidery and crochet are applied on the garments made.

An effort is made to develop taste in the selection of materials and trimmings, also in combinations of color and in design.

Domestic Science.

Three semesters of Domestic Science may be elected, and like Domestic Art we make no pretensions for sending out supervisors. We wish to give our girls a general knowledge of foods, cooking and serving which will be of direct use in the home, and will enable them to handle the warm lunch problem which they will have to meet in many rural and town centers where the children come from a distance.

It is recommended that girls electing Domestic Science should have had physiology and chemistry.

Course I.....½ unit.

Embraces a study of the food principals, proteins, carbohydrates, fats, mineral matter and water, their composition, nutritive value, digestibility and function in the body. Representative foods of each class are studied and the process of cookery best adapted to each food is discussed and each principle is illustrated by the preparation of simple dishes. The work is designed to give practical acquaintance with the fundamental processes of cooking and serving.

Course II.....½ unit.

Is a continuation of the first course. More advanced work along the lines of fancy cookery, *i. e.*, salads, puddings, desserts, etc. Canning, preserving and pickling come in season. The planning, preparation and serving of menus at a given cost and to meet the dietary standards are worked out.

LIBRARY.

A third semester's work may be offered to those wishing to specialize further in methods and theory, and other lines of household economies may be studied.

A laboratory fee of $1.00 per semester is required of all students of Domestic Art or Science.

LIBRARY METHODS.

MISS WEST.

The aim of Courses I and II is to train teachers to use libraries intelligently; to care for the school libraries provided for under the Oregon school library law; to teach the principles of book selection and buying, and to establish a wider knowledge of children's books by actual examination and reading. The work is given in the form of lectures with practice work following.

Course I—Freshmen I ..... ¼ unit.

This is a required course planned to train students in the use of the library and covers the following: Rules and regulations; classification and arrangement of books; card catalogue; printed parts of a book; magazine indexes; reference books; book buying; preparation for loaning; investigating a subject in the library; Oregon school library law, etc.

Course II—Junior I ..... ¼ unit.

This course is required of all students before graduating from the Normal. The work treats of: School libraries; reference books of special value to teachers; aids in book selection and buying, with special reference to children's books; United States, State and city publications; mechanical preparation of books for the shelves; charging system; binding and repair; use of pictures in school work; library supplies and furnishings; required reading from the State list; Oregon school library law, etc.

MAY DAY
AT THE NORMAL.

Library work is emphasized by all departments throughout the entire course by required and supplementary reading. This is especially marked in the story-telling work and in the advanced literature classes, taking up the present-day writers. The current events classes conducted by the History and English Departments assure the wide use of the magazines, newspapers, and magazine indexes provided.

Miss Cornelia Marvin, Secretary of the Oregon Library Commission, will deliver lectures from time to time upon the work of the Commission, traveling libraries, and other subjects pertaining to library work.

PHYSICAL EDUCATION.

Mr.————(To be filled)

Course I—All Students.....No Units.

For a clear conception of any system of physical training, it is necessary to know first the aims, and second the methods used to accomplish those aims.

The Ling system of physical training attempts to preserve a close harmony between mind and body, and to establish a oneness of the human organism through gymnastic movements aided by hygienic living conditions; such as: Good food, fresh air, and plenty of sleep.

The aims of this system are included under four general heads. First comes the hygienic, which improves the general condition, the organic health, and raises the standard of vitality. It is the element that overshadows all of the other elements, and by which they are largely influenced.

Secondly comes the educational aim. Physical training not only improves the health, but the skill as well. Exercises which develop co-ordination, teach the use of correct muscular control, and give the proper repression, impression, and expression are called educational. They are movements to improve walking, running, catching, throwing, dancing, and all forms of co-ordination in the standing position. Educa-

tional movements tell the amount of effort necessary to be expended in any exercise, and give the correct judgment of distances, as is shown in balance exercises, vaultings, and jumpings.

Thirdly comes the corrective aim, the aim by which habitual faulty postures due to improper school furniture are not only corrected, but prevented.

Fourthly is the recreative aim which does not form a separate class by itself, but is included under the hygienic and educational. Games, dances, and athletics give recreation, and if applied on gymnastic principles, aid in the general maintenance of good health.

The physical training in the Oregon Normal School gives the theory of gymnastics as well as the practice teaching in the training school, so that students who are graduated will be organized to administer a system of physical training in the school to which they may go as teachers. The physical instruction is given with the four above mentioned aims in view.

In order that the hygienic aim may receive due consideration, a course in Kinesiology and physiology is offered. The gravitation laws and the nature of muscle activity govern all movements, which, unless they coincide with the law of the human organism, prove injurious. Hence the necessity for the gymnastic teacher to study the anatomical structure and physiological activity as concerns motion. Several intimate and vital talks on social purity and the care of the body during the adolescent period are included in this course.

The second aim is termed educational. The student must, in order to preserve a oneness of the human organism, possess poise and self control. The drill, consisting of free standing movements and some apparatus work, is intended to give the desired co-ordination of mind and muscle, the power of concentration and harmony. The girls' strength is never overestimated, and the drill is never too strenuous. In the near future we hope that time may be taken for a thorough physical examination of each student before any exercise is allowed.

The third aim is the corrective one, which is reached through the normal teaching course, in which the theory and basis of every gymnastic movement is taught. Great attention is paid to the personality of the individual student. Enthusiasm, life, and a modest and pleasing personality are the requisites for the successful teacher.

The recreative aim is the last to be considered. The student is given twelve games in progression for each grade

in the grammar and high school, also several folk dances for each class. Gymnasium games, such as: German bat ball, volley ball, captain ball, indoor baseball, dodge ball, and basket ball, are greatly enjoyed by the whole school. There has been introduced a play-ground course which treats of the management, organization, and suitable games. In the spring we hope to establish a play-ground for the training school children of Monmouth. The student teachers will manage it under supervision.

Physiology and Hygiene.

Course I—Junior I ..... ½ unit.

The first two lectures are devoted to a review of the structural analysis of the body. An articulated skeleton and models of the ear and eye are provided for this purpose. Hutchinson's physiology is used as a text book, and outside reading on the rise and progress of physiological questions is required.

A correct idea of the location and anatomy of the organs is facilitated by board drawings and the aid of the microscope.

The workings of the different systems, especially of the muscular and nervous, are shown by dissections of mammals under class inspection.

Lectures are given on the following subjects:

I.—The Hygiene of the Bony Skeleton.

II.—The Hygiene of the Muscular System.

III.—The Hygiene of Digestion.

IV.—The Care of the Sense Organs.

V.—The Proper Working of the Nervous System.

VI.—Sex Physiology.

VII.—The Symptoms, Prevention, and Treatment of Diseases Common to School Children.

Much emphasis is brought to bear upon the teaching of sex hygiene in the grades.

Play-Ground Course.

Course II—Junior or Senior, optional ..... 1-10 unit.

This is a one-hour course which trains the Normal student to supervise successfully the recesses and out-door activities of the school, and which gives an insight into the management, organization, and discipline of the play-ground. Games suited to the different ages are taught. Opportunity for coaching is given with classes of Normal students and classes of children.

TRAINING SCHOOL ORCHESTRA.

Special attention is called to the great opportunity of the instructor to direct the formation of good habits and high ideals of conduct.

Theory of Gymnasium.

Course III—Junior and Senior, optional....3-10 units.

A three-hour course designed to familiarize the Normal student with the fundamental principles and technique of physical training. Two hours are devoted to lectures on the subject of the various gymnastic systems; the essentials, aims, methods, and results of the Ling system; and the construction of day's orders and giving of commands. For practice work each student is required to manage the class as a gymnasium class, and to give commands, before doing the practice teaching in the training school. The other hour is spent in the gymnasium in practicing gymnastic exercises and learning folk dances and games.

TRAINING SCHOOL.

The Training School consists of the eight elementary grades of the public schools of Monmouth and is located on the first floor of the new $20,000 public school building. The rooms are commodious, well lighted, heated and ventilated. Drinking water is supplied through sanitary fountains. Toilet rooms for girls and for boys are conveniently located and well furnished. (The pupils in the training School have access to the library, to the gymnasium, to the art room and to the music room for instruction and material.) A well-equipped play-ground is provided and the games played thereon are carefully supervised by the Department of Physical Education. There is furnished, also, a large supply of reference and supplementary books, as well as up-to-date apparatus.

The purpose of the Training School is to educate children. This is the supreme purpose of the school and nothing will be

permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give a mastery of those educational principles as will insure future growth.

To secure these each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the State and the local school district. It is supplied with a Principal and four Critic Teachers.

The Heads of the Departments of Music, Art and Physical Education have full charge in the Training School of the work of their respective departments. The Training School is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the State of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the Training School is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the Normal a most adequate preparation for their work. As has been before intimated, the Normal School will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

GENERAL STATEMENT.

It is hoped that this bulletin may fall into the hands of some person who is planning to go away to school and who is willing, if it is careful and thorough preparation for teaching that is wanted, to consider going to the Oregon Normal School. This institution invites thoughtful comparison with

others of its kind in the excellence of its faculty, and equipment, the extent and thoroughness of its course of study and methods of instruction, the splendid opportunities afforded by it and its community for quiet study and wholesome student life, its thoroughly convenient and healthful living facilities, and the unusually low cost at which all of its advantages may be had.

Allow me to suggest that the State has provided a Normal School to assist you in securing this special preparation. The school and its equipment are for your benefit. You may become a good teacher without a Normal School Training, but you will become a good teacher more quickly, more easily, and more economically by taking advantage of the inducements offered by the Normal School.

More than seven hundred new teachers are needed each year in Oregon; and the Normal School should supply a large part. Boards of directors and county superintendents have learned by observation and experience the value of the Normal-trained teacher. I believe that you will agree with me that such training will not only increase one's usefulness to her school, but will result in better positions and salaries.

The Oregon Normal School was established and is maintained for the purpose of training teachers for the schools of the State; here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching.

This article has been prepared with the thought that perchance it will be the means of calling attention to the Normal, and thereby be of assistance to some person who may be planning his or her work along the teaching line.

Of such person may I ask whether you have seriously considered the advisability and possibility of preparing yourself for teaching by means of a Normal School? Have you thought of the pleasure to be derived from the pleasant and helpful associations with a cultured faculty and a helpful, sympathetic student body? Do you realize how much easier and more satisfactory is the certification route by way of the Normal diploma than by the dull and uninteresting grind of the examination? Do you feel that it is easier to secure and retain good positions if you are able to say, "I am a graduate of a Normal School"? Perhaps you are not aware of the fact that a standard Normal diploma is taken in lieu of an examination for certification in more than twenty-six states. Is it not a satisfaction for one to feel that ample preparation has been made for the responsible work of teaching? Have you fully considered the lifelong friendships that

are made while pursuing the work of a Normal School—friendships both of faculty and students that are valuable assets in your future work—friendships that can be secured no other way. All of these thoughts, coupled with the fact that the demand for trained teachers cannot be filled, will, I am sure, cause you to think seriously of taking up work in an institution that will meet all these conditions, such as the Oregon Normal School does.

Perhaps you are saying, "I admit the facts, but I am financially unable to take such a course." May I say that we have many students who are partially making their own way while at school, and what others are doing you can do. All that is required, if you have health, is to make up your mind to take the course and then stick to it.

In order to assist you, may I enumerate some of the advantages of our school? We have a Faculty of eighteen thoroughly trained teachers. The Oregon Normal School is the only one in the State whose sole function is the training of teachers. It offers five courses of study leading directly to State Life and One Year State Certificates without examination. A well graded public school and two rural schools are used for training school purposes; thereby fitting our students for any grade of work. The water supplied is pure. The cost of living reasonable, and last but not least, one of the most helpful, cheerful, co-operative, sympathetic student bodies that one would wish. This is brought about from the fact that every student pledges himself or herself to become a teacher; therefore, there is one definite purpose, namely, preparing for the great work of teaching.

Perhaps enough has been said to induce you to carefully consider entering our school. If so, will you kindly fill the following blank and mail to me.

Trusting that you will become interested in our school to the extent of enrolling as one of its members, I am

Respectfully yours,

J. H. ACKERMAN,
President.

Date....., *191*.....

....., *Oregon.*

Name .....

Academic training .....

Months' teaching experience.....

I am interested in .....*Course.*

I wish to enter school....., *191*.....

ENROLLMENT, 1912-13.

Seniors.

Amrine, Coralie; Oregon City.
Anderson, Hilma; Colton.
Bell, Sadie; Albany.
Bell, Bessie; Albany.
Benson, Rhea; Portland.
Burkhart, Zella; Harrisburg.
Byers, Orrin; Independence.
Cawlfield, Enid; Burns.
Clark, Agnes; Monmouth.
Coffey, Lucy; Wasco.
Colvin, Helen; Salem.
Crowley, Carlotta; Monmouth.
Cusick, Elma; North Powder.
Daniel, Lorena; Monmouth.
Davidson, Gertrude; Portland.
Dawson, Ethel; Portland.
Deute, Louise; Oregon City.
Duff, Hascue; Fossil.
Dunlap, Veva; Wasco.
Erickson, Lela; Monmouth.
Fety, Tomine; Portland.
Francis, Mildred; Drain.
Gill, Grace; Scio.
Gist, Frieda; Yamhill.
Graham, Bessie; Monmouth.
Haan, Florence; Monmouth.
Hampton, Fay; Goshen.
Harbert, Mae; Eugene.
Haseltine, Sarah; Berkeley, Cal.
Hawley, Hattie; Creswell.
Hazelton, Hazel; Cottage Grove.
Hedrick, Maud; Drain.
Henderson, Grace; McMinnville.
Hesse, Beulah; Bandon.
Hostetler, Lou; The Dalles.
Inglis, Mabel; Troutdale.
Ireland, Clara; Independence.
James, Etta; Coquille.
Johnson, Emma; Lawen.
Kelly, Mary; Portland.
Knapp, Emma; Aurora.
Knapp, Lena; Aurora.
Lees, Frances; Portland.
Lewis, Clara; Clara, Mont.
Martin, Sarah; Forest Grove.
McCulloch, Margaret; Oregon City.
Nielsen, Lura E.; Portland.
North, David; Portland.
Peery, Helen; Portland.
Perry, Edith; Freewater.
Peterson, E. R.; North Bend.
Porter, Grace; Wasco.
Portwood, Elta; Monmouth.
Powell, Lydia; Monmouth.
Roberts, Mrs. Myra; Medford.
Rohr, Gertrude; Astoria.
Scott, Mrs. Eva; Portland.
Sheak, Edith; Philomath.
Sharman, Jean; Toledo.
Shepherd, Bess; Yamhill.
Shore, Olea; Monmouth.
Sizemore, Lenore; Burns.
Swain, Bessie; Burns.
Thayer, Elsie; Scio.
Trulove, Bessie; Tallman.
Weniger, Louise; Monmouth.
Whitman, Mary; Independence.
Wills, Maude; Newberg.
Wood, Anna; Monmouth.
Woodcock, Lolita; Kerby.
Work, Hazel; Monmouth.

Juniors.

Absten, Alma; Hood River.
Anderson, Fanny; Astoria.
Anibal, Nelly; Pendleton.
Ayers, Manye; Beaverton.
Bentley, Esther; Newport.
Bettis, Madeline; Coburg.
Bogynska, Joseph; Monmouth.
Buckingham, George; Monroe.
Bragg, Zoe; La Grande.
Burton, Will H.; Newport.
Chandler, Myrtle; Elgin.
Constable, Iza; Salem.
Christy, Alpha; Joseph.
Daniel, Luella; Monmouth.
Dicken, Gwendoline; Portland.
Dimick, Merl; Hubbard.
Elliott, Mary; Monkland.
Frantz, Wilhelmina; Portland.
Fream, Ruby; Monmouth.
Gensman, Hazel; Westport.
Gerking, Martha; Montague.
Hanns, Satolli; Coburg.
Hawley, Tressa; Creswell.
Heffley, Florence; Monmouth.
Hasseltine, Clarence; Monmouth.
Hogue, Carol; Lents.
Hotchkiss, Beatrice; Burns.
Hoyser, Henrietta; Salem.
Johnson, Loraine; Portland.
Kern, Inez; Lebanon.
Kent, Jean; Corvallis.
Kizer, Lenora; Philomath.
Lillie, Rose; Arago.
Luther, Caroline; Albany.

Lynch, Harry; Salem.
Marshall, Bertha; Hillsboro.
Mitchell, Marie; Wallowa.
Muir, Myrtle; Portland.
Nelson, Anna; Coburg.
Nichols, Artie; Bonanza.
Nielsen, Margaret; Astoria.
Parks, Lelah; Creswell.
Parker, Earle; Roseburg.
Pechin, Amy; Forest Grove.
Richardson, A. B.; Andover, Ia.
Sacre, Mrs. Grace; Monmouth.
Shaffer, Evia; Independence.
Shaw, Reetha; Livingston, Mont.
Smidt, Amanda; Hubbard.
Smith, Almeda; Portland.
Smith, Winifred; Lexington.
Smith, Retta; Coburg.
Snere, Irene; Creswell.
Steinberg, Amy; Monmouth.
Stennick, Laura; Portland.
Tate, Florence; Wasco.
Thomas, Madge; Monmouth.
Thompson, Genevieve; Creswell.
Trindle, Mildred; Salem.
Wagener, Jessie; Portland.
Wattenburg, Lulu; Fossil.
Wattenburg, Clara; Fossill.
White, Venita; Eugene.
Wilson, Lotta; Salem.
Wolverton, Leto; Monmouth.
Yoder, Elsie; Hubbard.

Sophomores.

Allen, Vivian; Suplee.
Arnold, Alice; Portland.
Bays, Bessie; Beaver.
Bell, Lyda; Monmouth.
Bell, J. C.; Monmouth.
Crabtree, Myrtle; Albany.
DeArmond, Irene; Vale.
DeLano, Louella; Puyallup, Wash.
Duff, Lillian; Fossil.
Evans, Ella; Halsey.
Finlay, Violet; Jefferson.
Gentle, James; Independence.
Grice, Osie; Salem.
Haan, Stella; Monmouth.
Hardie, Annie; Condon.
Hershey, Noriene; Gateway.
Hill, Florence; Gold Beach.
Hurlburt, Alice; Narrows.
McDaniel, Elda; Portland.
Montgomery, Hallie; Grants Pass.
Neeley, Mattey; Monmouth.
Ostien, Tom; Monmouth.
Peppers, J. Nelle; Monmouth.
Ross, Lottie; McMinnville.
Simms, Lois; Hubbard.
Steinberg, Orrie; Monmouth.
Stone, Sigma; Portland.
Wade, Bessie; Monmouth.

Freshmen.

Aldrich, Genevieve; St. Johns.
Bell, Laura; Monmouth.
Bible, Rufus; Hamilton.
Bolton, Elma; Boyd.
Bogynska, John; Monmouth.
Bourgeois, Leah; Troutdale.
Bride, Blanche; Hillsboro.
Caldwell, Elsie; Beaverton.
Cartwright, Mabel; Salem.
Clinkenbeard, Ada; Marshfield.
Cooley, Myrtle; Smith River, Cal.
Fletcher, W. A.; Dallas.
Gentle, Catherine; Independence.
Gilliland, Flora; Fossil.
Haley, Lorane, Monmouth.
Halvorsen, Margaret, Monmouth.
Halvorsen, Esther; Monmouth.
Holman, Mae; Baker.
Jackson, Anna; Astoria.
Lafoe, Ada; Willows, Cal.
McDaniel, Opal; Portland.
McLean, Vida; Eugene.
McLean, Alice; Eugene.
Miller, Pearl; Orgeon City.
Sawyers, Dena; Elkton.
Selleck, Marcia; Boyd.
Shields, Grace; Gervais.
Staehr, Anna; Forest Grove.
Voltz, Ruth; Sublimity.
Waley, Mrs. Cleo; Monmouth.
Wills, Josiah; Eugene.
Winters, George; Kings Valley.
Zimmerman, Della; Troutdale.
Zosel, Luella; Salem.

3 0112 105893280